



Whitwick St John the Baptist CE School

Special Education Needs and Disabilities Policy

School Information Report 2022-23 (Appendix A)

Agreed by Staff: November 2022

Agreed by Governors: December 2022

Shared with parents:

Agreed by The Collaborative Partnership:

Signed (Chair): Mrs Debbie Mae

Date: December 2022

SECTION 1: Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (1 Sep 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE Feb 2013)
- SEND Code of Practice 0 – 25 (1 Sep 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012

- Whitwick St John the Baptist Safeguarding Policy

- Whitwick St John the Baptist Accessibility Plan
- Whitwick St John the Baptist Inclusion Policy

- Whitwick St John the Baptist Medical Policy

- Whitwick St John the Baptist Anti-Bullying Policy

This policy was created by the school's SENDCO; the Heads and SENDCOs in the Collaborative Partnership; the SEN Governor in liaison with the SLT; all staff and parents of pupils with SEND.

The head teacher and the governing body have delegated the responsibility for the day-to-day implementation of the policy to the SENDCO. The SENDCO's name is: Mrs Samantha Fuller. She has the qualification of National Award for Special Educational Needs Co-ordinator (Clause 64 Children and Families Bill [2014]).

Samantha has also become an SLE SENDCO through the Forest Way Alliance in March 2020 and has worked with several over Primary Schools to develop their SEND Provision and to support other SENDCO's who were new to the role.

The name of the governor with responsibility for SEN is Mrs Debbie May.

All staff in school have a responsibility for pupils with SEN. **All teachers are teachers of special educational needs and disabilities.** Staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have a statement of special educational needs. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants and Learning Support Assistants (LSA's) play a major role in the support of pupils with SEN. The rationale for the deployment of TAs is based on year group needs. The TAs are pooled and the teachers are responsible for the management of interventions and provision, and meeting the targets of each child. Learning Support Assistants support children on a 1:1 basis where a child has SEND Intervention Funding (SIF) or an Education, Health and Care Plan (EHCP).

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We not only wish to support our children with Special Educational Needs but also raise the aspirations and expectations of all pupils with SEN.

The aims of the SEND policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet individual pupils' need.

Partnership with Parents and Families

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- Making parents and carers aware of the Parent Partnership services. This information will be included in Structured Conversations with Parents, in our School Information Report and on the e-schools website.
- Providing all information in an accessible way.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice and having aspirations for their future. All pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum
- Have aspirations of their long-term future

In addition pupils who are identified as having SEN are invited to participate in:

- Completing a pupil passport (one page profile)
- Their own Individual Support Plans (ISP's) and termly reviews
- Regular meetings with named adults
- Working with learning and behaviour mentors
- Nurturing groups
- Meeting with pastoral mentors
- Working with our Emotional Literacy Support Assistant Mrs Prime
- Annual Reviews (if applicable)

Section 2: Aims of this policy

Reference to your own school mission

Whitwick St John the Baptist CE School's mission is that:

We aim for all children to achieve their full potential in a caring community, where everyone is valued. We endeavour to make every effort and reasonable adjustment to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of the SEN policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- Raising aspirations and expectations of all pupils
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

Section 3: Objectives of this policy

The objectives of this policy are:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEN Inclusion Policy
- To provide support, training and advice for all staff working with special educational needs pupils
- To work collaboratively with parents, ensuring the appropriate provision for their child's needs and aspirations
- To work collaboratively with other schools in our Collaborative Partnership, pooling resources and expertise

- To seek advice and support from our Teaching School Alliance at Forest Way and other agencies who supply Outreach work.

Section 4: Identification of children with Special Educational Needs

We accept the principle that pupils' needs should be identified and met as early as possible. The school will take action to remove barriers to learning and put effective special educational provision in place. We consider the strengths and needs of the whole child, not just their area of need. We also consider their aspirations and future hopes.

The identification of SEN is built into the overall monitoring of all pupils. Indicators of possible additional needs would be:

- **Not similar to progress of peers** starting from baseline
- **Below** previous rate of progress
- Attainment gap remains **the same or widens** between them and their peers
- They **do not make adequate progress** despite appropriate interventions and adjustments and good quality personalised teaching.

There are four broad categories of need:

1. Communication and Interaction (CI)
2. Cognition and Learning (CL)
3. Social, Mental and Emotional Health (SMEH)
4. Sensory/and or Physical (S&P)

The following categories **may** impact on progress but are **not** classed as Special Educational Needs.

- Disability. The Code of Practice outlines that "reasonable adjustment is a duty for all settings and schools provided under current Disability Equality legislation but standing alone, do not constitute Special Educational Needs.
- Attendance and Punctuality
- Health and Welfare
- English Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Medical needs

There is no longer a category for behavioural difficulties. Any concerns relating to a child's behaviour should necessitate the need to investigate further the underlying cause of the behavioural difficulties. Behaviour as a need, will no longer be an acceptable way of describing SEN.

The SENDCo works closely with the school assessment co-ordinator using whole school data as an early identification indicator:

- Early Years Foundation Stage & Essex tracker data
- Fischer Family Trust data

Whole school data is also used to monitor and evaluate the progress of pupils identified as having SEN.

We will continue to use the P scales in accordance with Qualifications and Curriculum Authority guidance: the P scales are integrated into our whole school assessment systems. P scales are used to monitor the progress of pupils achieving significantly below age related expectations.

In addition, we use a number of additional indicators of special educational needs:

- The use of criterion referenced checklist relating to Speech & Language, Specific Learning Difficulties e.g. dyslexia, autism and Social, Mental, Emotional Health trackers
- Small steps tracker (phonics)
- Boxall Profiles
- Self-esteem Profiles
- Strengths and Difficulties questionnaires
- The completion of Initial teacher concern forms
- Requests for the services of our ELSA
- Following up parental concerns
- Pupil self-referral
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services
- Leicestershire Thresholds (updated 2020/21)

Section 5: Graduated Approach to SEN Support

For children with less complex needs but who require support, they may be entered onto the SEN Support Record after ensuring the following criterion is met:

- Quality class teaching and differentiation coupled with appropriate and consistent intervention and support has not ensured adequate progress.
- Children have received adequate support from class teachers, teaching assistants and/or specialist staff
- Additional intervention and support cannot compensate for a lack of good quality teaching and class teachers are responsible for ensuring that a child with additional needs receives this.
- Regular and consistent reviews of the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- The class teacher is responsible for monitoring the progress of all pupils in his/her class. Therefore, the class teacher must initiate an Initial Concerns Forms about any issues or worries about a child's progress. This should involve the teacher and SENDCo and consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
- If there is a need for a higher level of support, the school is responsible for seeking advice from appropriate outside professionals and completing referrals e.g Educational Psychologist or Speech and Language Therapists.

SEN Support Cycle

The SEN Support takes the form of a four-part cycle where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupils in making good progress and securing good outcomes.

ASSESS – PLAN – DO - REVIEW

- **Assess.** Each term, the teacher assesses the child's progress based on a number of sources as outlined above. The SENDCo will also track the children on the SEN Support Record and scrutinise the child's work to corroborate the teachers' findings.
- **Plan.** Once the teacher identifies the next step, s/he will liaise with both the SENDCo and the child's parents to discuss the provision and targets for the next term. These targets will form the basis of an Individual Support Plan. These are formed in collaboration between the child's class teacher and SENDCo at termly Provision Meetings. They are then shared with parents and the child.
- **Do.** During this term, the class teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching and differentiation is essential and the first step. Additional intervention and support add another layer of provision to this. Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- **Review.** At the end of each term, the class teacher will carry out assessments of the child and record their progress. The teachers use a range of assessment and tracking tools as outlined above. The teacher will liaise with both the SENDCo and parents to inform them of the results of the review and the next steps for the child. The SENDCo will scrutinise children's books, intervention evidence and analyse trackers to ensure the targets are appropriate and are being met.

Section 6: Management of SEN within School

The SENDCo maintains a SEN Support Record which is reviewed and updated termly. The parents of any child that moves on or off the Record will be contacted and advised accordingly.

For children identified with significant or complex needs, the school or paediatrician may involve other specialists, including those in the schools itself and or from outside agencies. For some pupils a more in depth individual assessment may be undertaken by the school. Our school offers a range of assessment tools which include British Picture Vocabulary Scale, Pearson's Screening for dyslexia, Wide Range Intelligence Test, Boxall profile, Self-esteem profile and Wide Range Achievement Test. The decision to carry out diagnostic tests is in consultation with the child's parents and any outside professionals. The school may commission other outside services including Educational Psychologists if the child's needs impact significantly on their education.

SEN Support and Disability Plan

The advice obtained, along with the views of the parent and child will inform a **SEND Support Plan**. If children require a high level of support, then the SEN Support and Disability Plan and Pupil Passport (one page profile) will accompany a referral for either SEND Intervention Funding (SIF) or an Education, Health Care Plan (EHCP) using guidance and the current *Thresholds for Statutory Assessment of Special Educational Needs and Placement in Specialist Provision*. (These are due to be revised in accordance with the SEND Code of Practice 2014).

If it is decided that the child requires additional support and provision in excess of typical arrangements, then additional funding and support will be sought via the Local Authority High Needs Block.

If our school is unable to meet the needs of a pupil through our own provision arrangements, then we will seek advice to ensure that all reasonable adjustments are carried out, or provide support, to assist parents in finding an alternate provision in another setting.

SECTION 7: Criteria for exiting the SEN Support Record

Conversely, if a child is progressing well; the gap narrows sufficiently for good quality teaching and differentiation to suffice; and it is likely they no longer require a higher level of provision and support, then the child will be removed from the SEN Support Record. This is after consultation with all stakeholders including the child and parents.

SECTION 8: Supporting Pupils and Families

- **Local Offer** The support and provision offered by the Local Authority is at: http://www.leics.gov.uk/index/children_families/local_offer.htm
- **School Information Report** The school's support and provision is outlined on the school website <http://www.whitwickce.leics.sch.uk/>.
- **Admission arrangements** No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act (2010) we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.
- **Access arrangements for examinations.** We expect *all* pupils to succeed and we ensure that every child has the appropriate level of support to access examinations. The Head Teacher, Deputy and SENDCo apply for and organise these arrangements, offering each child the best opportunity to reach their full potential.
- **Transition** Each year all staff liaise and ensure that transitions between each year group are as smooth as possible. Information is exchanged along with pupil passports detailing all the children's strengths and difficulties. During Year 6, the children participate in a number of visits and events to familiarise themselves with their new schools. Both SENDCos from the respective schools meet and exchange information, data and files. If necessary, the SENDCos organise additional visits/exchange of information to ensure the children are ready for their new schools.

SECTION 9: Supporting Families with Medical Conditions

- The school acknowledges that pupils at school with medical conditions require support so they can fully access education, including school trips and physical education. The school also support children with medical conditions who are also disabled. (Equality Act 2010)
- Some children may have SEN and have a statement, or EHC plan which involves health and social care needs, as well as their special education provision. Children with needs may have a SEN and Disability Plan that outlines their needs and provision but do not require an EHCP. (SEND Code of Practice 2014)
- The school has a medical policy and has rigorous guidelines for when and who administers medicine and follows care plans devised by medical practitioners. <http://www.whitwickce.leics.sch.uk/>.

SECTION 10: Monitoring and Evaluation of SEND

In line with the recommendations in the SEN Code of Practice 2014, the SENDCo is responsible for:

- Overseeing the day-to-day operation of this policy
- Devising and following the SEN Action Plan
- Co-ordinating the provision for children with special educational needs
- Liaising with and advising teachers
- Overseeing and maintaining accurate records on all children with SEN
- Diagnostic testing of children (where appropriate)
- Generating risk assessments
- Liaising with parents of children with SEN, in conjunction with class teachers
- Identifying, leading and contributing to the in-service training of staff and supporting their everyday practice
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Carrying out work scrutinies, learning walks, observations of teaching and non-teaching staff and children, analysing data, trackers, diagnostic testing to ensure high quality provision for children with special educational needs
- Auditing, ordering and providing resources and equipment to support children with additional needs
- Liaising and reporting to the Senior Leadership Team and governing body
- Termly meetings with the SEN Governor
- Sampling of parents and children's views

Section 11: Training and Resources

The provision for SEN is funded by the school budget. Funds are deployed to implement the SEN policy. The following principles have been identified to support this:

- Staff deployment
- SENDCo Management time
- Resources including assessment & supporting children
- Staff training

Each year, there is an allocation for resources and training in line with the school development plan, performance management reviews and the needs of our vulnerable children that identify training needs.

All staff are encouraged to undertake training and development responding to the strengths and needs of all pupils in their class. New members of staff undertake induction, meeting with the SENDCo to explain systems and structures around SEN provision and practice and to discuss individual needs of the pupils on the SEN Support Record.

The school's SENDCo is a Specialist Leader of Education (SLE) through the Forest Way Alliance, supporting other schools in a wide variety of ways such as SEND Reviews, Supporting new SENDCo's. She has also lead SEND Trainee Teacher sessions and regularly attends the Local Authority's SENDCo network meetings and Local Area SEND meetings.

Section 12: Storing and Managing Information

Any documentation relating to children with special educational needs is stored in line with the Information Management Policy which is on the school website.

Section 13: Curriculum Access and Provision Links with Education Support Services

Effective working links are maintained with:

- Other Children and Young People's Services
- Community Health Service
- Family Support and Safeguarding
- Parent Partnership Service
- New Dawn Counselling Service
- ADHD Solutions

Section 14: Links with Other Schools/Integration Links

Links are also maintained with the following schools:

Ashmount School

Forest Way School

Maplewell School

Castle Rock High School

Collaborative Partnership Schools

SENDCo Collaborative

Oakfield Short Stay School

Section 15: Accessibility

- The school has followed steps identified in the SENDA accessibility plans to increase or assist access for pupil who are disabled. The school has made reasonable adjustments e.g. there are textured ramps within the building and a ramp to the rear of the building with handrails. There are also two disabled toilets in our school. Our accessibility plan can be found on the school website. <http://www.whitwickce.leics.sch.uk/>.
- Our school endeavours to increase and promote access for disabled pupils to access all areas of the curriculum including after school clubs, school trips and residential visits.
- Children are provided with equipment and resources to enable them to access the curriculum. These include, tinted workbooks, ergonomic pens, spring loaded scissors and a range of speech/text software and resources.
- Parents are informed of events and information via text messaging, e-schools and paper copies.
- Parents and carers of children with special educational needs can contact the SENDCo via email, telephone and WEDUC or in person as required.

Section 16: Dealing with complaints

Protocols for parents to comment, compliment or complain are outlined in our Complaints policy on our school website. <http://www.whitwickce.leics.sch.uk/>.

Section 17: Bullying

The Anti-Bullying policy and protocols for dealing with bullying can be found on our school website. <http://www.whitwickce.leics.sch.uk/> We do not tolerate any incidences of bullying and are aware of our vulnerable children. Children with Special Educational Needs are involved in every aspect of our school alongside children without additional needs. These include School Council, Eco Council and Playground Pals and Leaders. We are innovative in our approach to building up the independence and resilience of our children, encouraging them to take risks in a safe and supportive environment.

Section 18: Reviewing the policy

Due to the new requirements for SEND, the school intends to review this policy annually for the next three years until 2023.

Section 18: Appendices

Appendix A	School Information Report 2022-23
Appendix B	Pupil Passport (One page profile)
Appendix C	Individual Support Plan
Appendix D	Request for SEND Intervention Funding
Appendix E	Request for an EHCP

Leicestershire's Local Offer for educational settings



**Regulation 3 Special Educational Needs and Disability (Information)
Regulations (2014)**

School/College Name:	Whitwick St John the Baptist CE School
Address:	Parsonwood Hill Whitwick COALVILLE Leicestershire LE67 5AT
Telephone Number:	01530 832116
Name of Head teacher/Principal:	Helen Noon
Head teacher/Principal's contact details:	whitwick@whitwickce.leics.sch.uk
Website address:	http://www.whitwickce.leics.sch.uk
Facebook account details:	N/A
Twitter Feed details:	@whitwickprimary
School/College Specialism:	N/A
Age Range of students (start and finish) to include Post 14 onwards where relevant):	3-11
Date of Last Inspection:	June 2018
Outcome of last inspection:	Good

Does school/college have a specialist designated unit/additional learning support department?

Yes No

Total number of students with special educational needs at college/setting :	72
Total number of students receiving additional learning support:	72

• **The kinds of special educational needs for which provision is made.**

Whitwick St John the Baptist CE Primary School is a mainstream primary school of children 3-11 years that recognises:

“A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.”

We provide SEND support for students with significant needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or Physical

We feel that every member of our school community is valued, respected and made to feel welcome within our mainstream setting. It is our mission to ensure:

- That all children have an equal right to a rich and varied curriculum
- They receive the best provision to ensure they reach their full potential
- Our school is inclusive and we endeavor to make sure that all reasonable adjustments are made
- Is 'additional to and different from' that provided within the differentiated curriculum to respond to the four areas of need.

The four categories that the school caters for can be classified into core, additional and high needs, where some children only require minimal interventions and support while others need additional support to raise the level of their learning through their Individual Support Plans. A few children with a higher level of need will have either SEND Intervention Funding (SIF) or an Education, Health and Care Plan. (EHCP)

- **Information about policies for the identification and assessment of pupils with special educational needs.**

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability.

if they:

a) have a **significantly greater difficulty** in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision were not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught'.

The government defines a child as having Special Educational Needs and Disabilities (SEND) if they have a need which is causing a significant impact on their learning or calls for specialist educational provision, greater than the majority of other pupils, at the same age. Their additional need continues despite the support that can be provided for all children.

These needs may include:

General Learning Difficulties – those children where learning develops at a slower pace

Specific Learning Difficulties – this could be Dyslexia (difficulties with reading, writing and spelling), or Dyspraxia (problems with co-ordination, movement and organization)

Speech and Language Difficulties , Sensory or Physical Impairment

Emotional, Social and Mental Health – including ADD (Attention Deficit Disorder) and ADHD (Attention Deficit Hyperactivity Disorder)

Autistic Spectrum Disorder (differences and disabilities in many areas including social communication, rigid thought and unusual sensitivity to sensory input)

A new Children and Families Bill affects the way the children with SEND are supported in schools. This new approach began in September of this year. You can find out more by looking at Chapter 6 of the New Code of Practice, in this link:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

and Leicestershire's Local Authority Guidance:

http://www.leics.gov.uk/local_offer

At Whitwick St John the children are identified with Special Educational Needs in a number of different ways:

- They could originate through a Community Paediatrician referral from a GP, a health visitor, the Hearing Support Team, the speech and language service etc.
- Concerns have been raised by parents/carers, about the level of progress being made by their child.
- Through paediatric assessments with the Paediatrician or concerns from the school nurse.

Class teachers and support staff will also have identified that a pupil is failing to make the expected progress in their learning by raising concerns about the following issues:

- Displays difficulty in developing Reading, Writing or Mathematics skills which results in a child working significantly below age related expectations
- Despite differentiated teaching approaches targeted particularly in a child's identified area of weakness, the child is still making little or no progress
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical needs, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to struggle to make progress both academically and socially

- **Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:**

a) How Whitwick St John the Baptist CE School evaluates the effectiveness of its provision for such pupils.

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the academic year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Formal and informal assessments are collected and looked at as a whole picture across the school by the SENDCo each term. Teachers, Learning Support Assistants and children may be observed working by their teacher, the SENDCo or an outside agency. This may help the teachers and parents to consider next steps, alternative approaches or whether the provision is still appropriate.

SEN provision and interventions are recorded on Individual Support Plans (ISP's) and Individual One-page Provision Maps. These are reviewed and amended termly by the class teacher in collaboration with the SENDCo.

These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCo and Head teacher and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

The SENDCo will look at the number of children on the SEN Record as a whole and record any trends, including comparisons to National Expectations. They will also look at any training that is necessary, as well as any need to contact an outside agency for individual children.

In addition, the SENDCo attends a regular meeting with other school SENDCos each term to update and revise developments in Special Needs Education and Inclusion.

The SENDCo monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

Mrs Debbie May is the nominated governor for Special Educational Needs and Inclusion, and will help in the monitoring and evaluation of the SEN provision. If you have any questions on provision she can be contacted.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs.

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the Individual on the School SEN/Inclusion Record. The aim of normally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process: **Assess; Plan; Do; Review**. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess - In identifying a child as needing SEN support the class teacher, working with the SENDCo should raise an **Initial Concern via CPOMS**. At the **planning** stage, they will carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Review – Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term and will be assessed in reading, writing, numeracy and science. Children in Year 1 are required to complete the National Phonics Screen that will assess their ability to read real and pseudo words.

If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are

required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Reviews of ongoing pupil progress in general will be made during termly 'Pupil Progress Meetings' between parents and the class teacher, data checks using internal tracking grids and pupil progress reports (looking at achievement against learning targets in Reading, Writing and Maths set in class by the teacher).

Standardised tests may also be used to back this up. If the child's progress or ability needs to be measured in the areas of speech or emotional or social skills then observations, questionnaires and responses to discussion may be used as an indicator.

Children at the SEN Support stage will have additional 'small step' learning targets in their Individual Support Plans (ISP's) which set out specific outcomes to be achieved by the end of the academic year. These desired outcomes/goals are recorded in your child's Individual Support Plans (**ISPs**). The ISP for each term is shared with you. Progress will be reviewed more frequently if needed. The class teacher, in conjunction with the SENDCo will revise the ISP in light of pupil progress and development; new class-based, small group or 1:1 interventions levels of support will be implemented as necessary, and targets updated if appropriate. Any additional support will also be recorded on the child's Individual Provision Map. The review process will also help the school to evaluate the impact and quality of the support and interventions.

In addition to the above, the progress of children with an **Education, Health and Care Plans** is formally reviewed at an Annual Review with all adults involved with the child's education. Pupils accompany their parents, where this has been arranged and can participate in discussions. Detailed 'Review' reports are written and circulated to Leicestershire SEN, teachers and support staff and parents/carers. New targets for the next 12 months are identified and put into practice.

(c) Our approach to teaching pupils with special educational needs

'Every Teacher is a Teacher of SEN'. Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

A graduated approach is adopted at Whitwick St John the Baptist:

1) **Quality First Teaching:** 'The baseline of learning for all pupils'. (Class teacher input via excellent targeted classroom teaching). All children in school should be getting this as a part of excellent classroom practice when needed.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress

2) **SEN Support** - Any pupil who is falling **significantly outside** of the range of expected academic achievement in line with predicted performance indicators will be monitored, and have an Individual Provision Map in place.

Any pupil identified as having a special educational need and/or disability will be added to the school's SEND record. Extra support will be given to these pupils to help them to make progress as a result of being acknowledged by the class teacher as having specific gaps in their understanding of a subject/area of learning.

For your child this would mean:

- He/ She will engage in group or 1:1 sessions with specific targets to help him/her to make more progress.
- A Teacher, or most often a Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.

- You will be asked to a meeting to discuss your child's progress and help plan possible ways forward.

However, we recognise that each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs and Disabilities Co-coordinator (SENDCo) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs.

3) **SEN Support** for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. The school will draw on the support of outside agencies e.g. Speech and Language therapy to run small groups or 1:1 sessions.

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries) as needing more specialist input **instead of, or in addition** to quality first teaching and intervention groups.
- You will have the opportunity to discuss your child's progress with your child's class teacher or the SENDCo and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better; Support of set better targets which will include their specific expertise; A group run by school staff under the guidance of the outside professional e.g. a social skills group.

Click on the link below for further information on SEN Support:

<https://www.gov.uk/children-with-special-educational-needs/special->

4) **Specified high level of Individual support** for your child may be in the form of **SEND Intervention Funding (SIF)** or an **Education, Health and Care Plan (EHCP)**. This type of support is available for children with significant special needs whose learning requirements are severe, complex and lifelong and who need more than 20 hours of support in school. Usually your child will also need specialist support in school from a professional outside the school.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs, known as an **Education, Health and Care assessment**. This is a legal process which sets out his amount of support that will be provided for your child. This is a very detailed assessment based on views and assessments of parents/carers, the school and a range of professionals.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are severe and complex enough to warrant 20 hours of support in school to make good progress. If this is the case they will write a **SEND support Plan**. If they do not think your child needs this, they will ask the school to continue with '**SEN Support**'.
- The **EHC Plan** will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Click on the link below for further information on EHC Plans:

[https://contact.org.uk/advice-and-support/sen-national-advice-service/education-health-and-care-\(ehc\)-plans/](https://contact.org.uk/advice-and-support/sen-national-advice-service/education-health-and-care-(ehc)-plans/)

- An Independent Support Service can provide support to parents and carers of young people 0-25 going through the Education Health Care assessment and planning process, or transferring from a Statement of Special Educational Needs or Learning Disability to an EHCP, as well as to young people themselves. This service can be accessed by clicking on the web link below:

<http://www.sendiasleicester.org.uk/about-independent-support-leicester-leicestershire-and-rutland>

(d) How we will adapt the curriculum and learning environment for pupils with special educational needs

At Whitwick St John the Baptist CE School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. When it is decided to provide a pupil with SEN support, planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and the opportunity for review.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. The children themselves are also involved, wherever possible, in planning and in any decision making that affects them.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

The nature of intervention, and the strategies employed may include the following:

Quality literacy teaching and support from the class teacher and LSAs.

- Differentiated curriculum for children with SEND when necessary.
- Individual and group support in the classroom from LSAs and the Class Teacher.

- Use of a range of literacy resources to reinforce concepts and understanding, including the use of laptops.
- Individual support for pupils with existing Statements of Special Educational Needs and the new Health, Education and Care Plans.
- Targeted support for individuals, pairs and small groups with SEND, from the Learning Support Teacher.
- Weekly phonics support, focusing on spelling and sentence construction with small groups of SEND pupils.
- Learning Mentor support
- Voluntary reading support with a variety of children, including SEND pupils.
- Termly assessments of all pupils, to monitor progress being made and identify areas of need.
- Specific 'Wave 3' interventions such as Precision Teach/Handwriting for Dyslexics/Direct Phonics, for example.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, ergonomic pens/pencil grips, tinted workbooks and overlays, table top writing frames/vocabulary banks, finger spacers, phonics sound mats, aide-memoires and high frequency word lists.
- Targeted literacy support strategies devised by the educational psychologist or Dyslexia Specialist and implemented by the TAs/LSAs and coordinated by the SENDCo.
- Handwriting implemented regularly throughout the school as and where required.
- Use of Dyslexia Diagnostic materials to assess for literacy related difficulties, and subsequent implementation of support programme as required.

(e) How we will provide additional support for learning that is available to pupils with special educational needs

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching, led by Learning Support Assistants, away from the mainstream class. Teachers work closely with all staff and relevant specialist staff to plan, deliver and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Possible classroom based strategies may include:

- 1) Adapting the learning objective – so the objective for your child may be slightly easier, it may have more steps to success, or leave out some of the social complexity (a first this.....then this....routine, for example works for many)
- 2) A change in teaching styles or strategies - the teacher may use more visual cues or have "talk partners" or a child acting as scribe, for your child to be able to access and understand the lesson.
- 3) Specific Resources – These may include more physical examples, a writing frame, additional word lists, individual copies of the information, or a laptop to support writing.
- 4) Additional teacher/ adult time – within class, additional time may be necessary with an adult to check understanding of instructions, for example, or to assist with some physical needs.
- 5) Scaffolding- this will range from verbal scaffolding through to fully supported and modelled examples of how to complete the task. This is to ensure that all children are able to access the learning from their own starting points.
- 6) Cognitive and metacognitive strategies- all adults working with children will offer questions to support children's understanding of their own learning.
- 7) Flashbacks- Children will be give regular opportunities to reflect on their prior learning, which may also feed into pre-teaching for the next lesson, to ensure that children are able to recall and remember what they have been taught in previous lessons.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

We make sure that activities outside the classroom, and school trips are accessible to all children including those with SEND. Risk assessments are carried out for each trip and are made wherever possible for whole classes and also individual pupils. A suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents/carers are invited to accompany their child on a school trip if this ensures access.

After school clubs are available to all pupils. Vulnerable pupils are given equal access and reasonable adjustments will be made to support participation wherever possible. We ensure that equipment used for these activities is accessible to all children regardless of their needs. Health and safety audits will be conducted as and when appropriate. We have regular Discovery Days and visits from coaches, authors etc., to support different topic areas.

We celebrate our achievements and talents, irrespective of individual differences within the protected categories of the Equality Act of 2010 through special assemblies and award ceremonies.

Our broad, balanced, creative curriculum and enrichment activities therefore provide opportunities for everyone to achieve and succeed by encouraging all pupils to be actively involved in their own learning and reducing barriers to learning and participation. Together we take pride in making a positive contribution to our school and the wider community.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

Supporting children in their emotional and social well-being is an integral part of our curriculum for all children at Whitwick St John the Baptist CE School. We have a caring, understanding team who look after all of our children.

- Social Skills programs, including 'Feeling good 'sessions which enhance self-esteem and 'Keeping Calm' which works with children who struggle with anger management are provide in school also in school there are:
- Nurture groups
- Social skills and friendship groups e.g. Circle of Friends
- Lego Therapy
- Sessions with our trained Emotional Literacy Support Assistants.
- Personalised behaviour programmes including rewards and sanctions to suit a child's particular needs
- Themed assemblies and lessons using the SEAL (Social and Emotional Aspects of Learning) framework support the children's personal development
- Outside agencies support within al areas including social, mental and emotional health
- We offer a wide variety of after school and lunchtime school clubs which change termly. There are opportunities with the additional funding of Pupil Premium to ensure children can access after school clubs and trips
- Learning mentor/Pastoral care support, focusing on social and emotional development, delivered 1:1, paired or in a group as appropriate, either in or out of class
- Tailored intervention programmes delivered by the school's allocated educational psychologist of children and their parents/carers, as appropriate
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate
- Development of gardening skills/looking after the chickens
- Play leaders and Playground Pals led by children to support other children during playtimes and lunchtimes.
- Collaboration and communication with all external professionals

involved with children, as appropriate, eg. Hospital consultants, GPs and CAMHS practitioners.

- All staff trained in child protection at regular intervals.
- Meeting and greeting of parents/carers at the start and end of each day by Reception and KS1 staff.
- The opportunity for parents to raise any concerns or seek advice from the SENDCo, Samantha Fuller, who can be contacted via the school office.

Access to Medical Interventions:

If your child has a long or short term medical illness then please refer to the Medical Needs and Intimate Care policies which outline the level of care and support provided at our school in detail. In summary however, strategies may include:

- Regular update sessions between SENDCo and school nurse.
- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans.
- Staff training in the administration of support and/or medication for conditions including epilepsy, diabetes and Epi-pen use.
- Liaison with medical professionals, eg. GPs, hospital consultants and mental health practitioners, providing ongoing treatment of children in the school.
- Posters with photographs of child and detailing the child's condition and, where relevant, required medication displayed in staffroom, the child's classroom and the school kitchen. Parental permission will have been given for this information to be displayed.
- Individual protocols for children with significant medical needs.
- Implementation of risk assessments.
- Designated First Aid trained teachers and Teaching Assistants across the school.

- **The name of and contact details of SEN coordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department:**

Samantha Fuller
Whitwick St John the Baptist CE School
Parsonwood Hill
Whitwick
COALVILLE
Leiccs
LE67 5AT
01530 832116
whitwick@whitwickce.leics.sch.uk

Appointments can be made by phoning the school office on (01530) 832116 or emailing: sfuller@whitwickce.leics.sch.uk

Our SEN Governor is Mrs Debbie May

- **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

The SENDCo, Samantha Fuller, has the National SENCo Award and is now an SLE SENDCo through the Forest Way Alliance. She began in her role as SEN Co-ordinator at Whitwick St John the Baptist C.E. Primary School in September 2016.

Previous to this, she taught in a Leicester City School, whilst also holding the post of the Lead Teacher of the DSP (Designated Specialist Provision) for Speech and Language.

Also, before this, she held the SENDCo position at another local primary school in Leicestershire for 6 years. She has received and cascaded training in that time, including specific interventions recommended by Speech and Language specialists.

Most of our staff have individual expertise through training with the Autism Outreach Team. The SENDCo has attended the Level 3 Autism training, and also continues to promote "dyslexic friendly" and "neurodiverse friendly" classrooms. She has also completed the Level 2 Team Teach Training.

We have staff trained in positive handling and follow the guidance recommended by the DfE in the Use of Reasonable force document.

The most recent training has been for our Foundation Stage on an exciting intervention called "Talk Boost" to enable our pupils with delay in speaking and listening skills to progress.

Mrs Prime is our Senior Higher Level Teaching Assistant who has been trained as an Emotional Literacy Support Assistant.

We keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENDCo attends relevant SEN courses, Family of Schools SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. One aspect of the SENDCO's job is to support the class teacher in planning for children with SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Outreach Service or the Hearing Support Service. Shadowing/peer observation takes place, as does medical training to support pupils with medical care plans such as epilepsy, diabetes and epi-pen training. The SENDCo, with the Head teacher, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

The school builds strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion and believes that sharing knowledge and information with outside agencies is crucial

in securing effective and successful SEN provision within our school. We will therefore invite and seek specialist advice, support and training from external SEN services where necessary in the identification and assessment of, and provision for, SEN. For example, outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing Literacy and Mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his/her peers

The SENDCo is the designated person responsible for liaising with the following:

- Leicestershire Education Psychology Service
- Derbyshire Education Psychology Service
- Behaviour Support Service
- Social Care
- Speech and Language Service (Class teacher also liaises)
- Specialist Outreach Services e.g. Autism Outreach
- Occupational Therapy
- ADHD Solutions
- Physiotherapy
- Education Service for Deaf & Partially Hearing Children
- Child & Adolescent Mental Health Service
- Education Service for Blind & Partially Sighted Pupils

- **Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

Part of the main school budget is identified for children with SEND. This is supplemented for children with complex needs by the Local Authority. This money is used to provide additional support in teaching and learning.

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The Head teacher informs the governing body as to how the funding allocated to support Special Educational Needs has been employed. The Head teacher and the SENDCo meet termly to agree on how to use funds directly related to statements.

- **The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential.

Whitwick St John the Baptist CE School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

The class teacher is regularly available to discuss a child's progress or any concerns parents may have and to share information about what is working well at home and school so similar strategies can be used. The SENDCo is also available to meet with to discuss a child's progress or any concerns/worries there may be.

All information from outside professionals will be communicated directly, or where this is not possible, in a report. Provision Maps will be reviewed with parental involvement each term. A home/school contact book may be used to support communication, when this has been agreed to be useful for parents and the child. The SENDCo may also signpost parents of pupils with SEN to the Local Authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEN Governor (Mrs) may be contacted via the school office at any time in relation to SEN matters.

As well as the school's 'Local Offer', the school's website contains a dedicated section devoted to 'Inclusion' with details of our policy for special educational needs, the school's Accessibility Plan and Disability Equality Policy.

- **The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

Pupil Voice - Your child will be able to contribute at SEND reviews should the child be old enough and/or be able to contribute. They can have their views and needs expressed at the reviews, discussions with the class teacher or their views can be sought through Pupil passports (One Page Profile), pupil interviews, informal discussions, through A Feelings book, Social Stories, etc.

- **Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.**

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way.

All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head teacher. The Head teacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

If the school cannot resolve any complaint itself, those concerned should contact the Chair of Governors, Mrs Debbie May. Should a parent have a complaint about the Head teacher, s/he should first make an informal approach to the Chair or Vice Chair of Governors. A copy of the school's **Complaint Policy** is available on request/on the website.

- **How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The school budget, received from Leicestershire LA, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Governing Body, Head Teacher and SENDCo discuss all the information they have about SEND in the school, including: the children getting extra support already; the children needing extra support; the children who have been identified as not making as much progress as would be expected - and decide what resources/training and support is needed. All resources/training and support needs are reviewed regularly and changes made as required.

The Governing Body ensures that the school works with and in support of outside agencies when pupils' needs cannot be met by the school alone.

At Whitwick St John the Baptist, some of these services currently include: Education Psychology Service, Speech and Language Therapy, Outreach – Forest Way School, Mapplewell Hall and Oakfield School for advice and interventions for students who are not making adequate progress or who are presenting various levels of challenge, Speech and Language and the Specialist Teaching Services Visual and Hearing Support Service.

- **The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

Specialist Teaching Services - Room 60, County Hal, Glenfield, Leics LE3 8RA Tel: 0116 305940

Autism Outreach Service Tel: 0116 305940

Hearing Support Service Tel: 0116 305940

Learning Support Service Tel: 0116 305940

Vision Support Service Tel: 0116 305940

Psychology Service - Room 60, County Hal, Glenfield, Leics, LE3 8RF Tel: 0116 305 510

The Parent Partnership Service - Abington House, 85 Station Road, Wigston, Leics LE18 2DP Tel: 0116 305614

Website details of LA local offer: www.leics.gov.uk/local_offer

This web link has lots of useful links and information to all the services mentioned below.

There is also a useful independent body of support called the SEND Information and Advice Support Service (that has taken the place of Parent Partnership) who can aid you with the understanding of the New Graduated Response that the schools are using:

Information on this service can be found on:

http://www.leics.gov.uk/index/education/going_to_school/parents.htm

- **The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transfer to a different educational setting is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for the child. We will make sure that all records are passed on as soon as possible.
- When moving class in school: Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. All Individual Support Plans (ISP's) will be shared with the child's new teacher.
- Transition to a new class is facilitated by sessions during the summer term with new class teachers and environment. If a child would be helped by a book to support them understand moving on then it will be made for them.
- In Year 6: The child will focus on learning about aspects of transition to support their understanding of the changes ahead. A member of staff from the secondary school setting comes to visit and meet with the children who will be attending their school. Where possible the child will visit their new school on several occasions and in some cases staff from the new school will visit the child in this school. Many hold open evenings for parents to attend in order to support the decision making process about which school is the right choice.
- If a child has already been identified as having special educational needs, then the SENDCo at our school meets with the secondary school SENDCo during the final term of Year 6 through Transition Intervention sessions. Details of the pupil's needs are passed on to the new SENDCo, along with details of what support has been in place at our school to help them. Our SENDCo passes on information about any outside agencies that have been involved and all SEN paperwork is passed on, including documents such as IEPs and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as the child joins them in Year 7.
- Reception Class: Induction events take place during the summer term for all children who are joining the Foundation Stage in September. The Reception class teacher does some pre-school visits

in the summer term before the children enter our school in Reception class. She speaks with the child and their key workers to gain as much information about them as possible. If the child has already been identified as having special educational needs then the SENDCo will have been invited to attend a meeting at the pre-school setting. The child will also have visits to our school in the summer term where they will get to meet the teachers, other children that will be starting the school with them and the new school environment.

- Flexible entry to Early Years Foundation Stage class in Reception - full time and full days can be difficult and tiring for children initially, so the school adopts the policy of a staggered entry.

- **Information on our contribution to the publication of the local authority's local offer.**

Leicestershire County Council's Local Offer

This can be found by visiting LCC's website and clicking on the Local Offer link

Visit: www.leics.gov.uk/local_offer


We have submitted our contribution this year (2022/23) and it should also be found as a link on their site.

Appendix B: One Page Profile

Pupil Passport

Photo	I learn best when: <u>Pupil voice:</u> <u>Teacher voice:</u> <u>Parent voice:</u>		What I find difficult is: <u>Pupil voice:"</u> <u>Teacher voice:</u> <u>Parent voice:</u>	
Name:				
Class:	I am good at: <u>Pupil voice:</u> <u>Teacher voice:</u> <u>Parent voice:</u>		The strategies that are helping me to become more independent are: <u>Pupil voice:</u> <u>Teacher voice:</u> <u>Parent voice:</u>	
Area of Need:				
Other key info:	The resources/aids that help me most are:	Children that I work well with are:	I am particularly motivated to learn by/when:	





Appendix C- Individual Support Plan

Name:	ISP No:	Targets Agreed By:	
Date of Birth:	September 2021	Date:	

My Individual Support Plan

Things I want to get better at:

Things I am good at:

My targets	What do I need to do?	Who's going to help me and when?	How did I get on?	Date
				
To				

To			
To			
Additional notes:			

Teacher / SENDCo contribution

Signed:

Date:

Pupil contribution:

Signed:

Date:

Parent contribution:

Signed:

Date:

Appendix D- Request for SEND Intervention Funding

Request for SEND Intervention Funding

This form is for use for all requests for Intervention Funding for children and young people aged 0-25 and, subsequently, there may be sections that are not relevant and can be left blank. Please only include information relevant to the child/young person this request is for and in an age appropriate format.

Date of Birth	<input type="text" value="Click or tap to enter a date"/>	Unique Pupil Number	<input type="text"/>
Address	<input type="text"/>		
Parental Responsibility (Name)	<input type="text"/>	Relationship to Child	<input type="text"/>
Telephone Number	<input type="text"/>		
Email Address	<input type="text"/>		

Religion	<input type="text"/>	NHS Number	<input type="text"/>
First Language	<input type="text"/>	Ethnicity	<input type="text"/>
My (Parent/ Carer) Name is	<input type="text"/>	Social Care Status	<input type="text"/>
I Live With	Please Select	If Other Please Specify	<input type="text"/>

Please give a brief summary statement for why you are requesting Intervention Funding and for what time period:

Please identify the child's/young person's primary area of need(Highlight)

Cognition and Learning	Moderate Learning Difficulties	Specific Learning Difficulties	Severe Learning Difficulties	Profound and Multiple Learning Difficulties
Communication and Interaction	Speech and language difficulties	Autistic Spectrum Disorder	Social Communication Difficulties	
Social, Emotional and Mental Health	Social Difficulties (relationships and friendships)	Emotional Difficulties	Other SEMH	ADD/ ADHD
Physical and Sensory Needs	Physical difficulties	Visual Impairment	Hearing Impairment	Sensory Needs

Views of Child / Young Person

How would you describe yourself?

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	In School/Setting	Out of school/Setting
What do you enjoy?		
What do you not enjoy?		
What are you good at?		
What do you find difficult?		
What helps you to overcome these difficulties?		
What extra help would you like?		

What are your hopes for the future?	
What steps do you need to take to achieve them?	
I completed this activity with:	
They helped me by:	

Family Conversation

What do you want for your child / young person in the future?

What, if any, support would be helpful for your family?

Current Attainment	Results of Assessment	Who carried out these assessments and when did they
e.g ELGs, reading and writing, maths, speech and language , non verbal reasoning, Boxall, Goodmans	These should be quantified where appropriate e.g standardised scores, percentile rank, age	

<p>strengths and weaknesses, Cognitive Abilities Profile (CAP) and Dynamic Assessment. etc</p>	<p>equivalent and year group equivalent</p>	<p>take place:</p>
<p>Previous Attainment</p> <p>e.g ELGs, reading and writing, maths, speech and language , non verbal reasoning, Boxall, Goodmans strengths and weaknesses, Cognitive Abilities Profile (CAP) and Dynamic Assessment. etc</p>	<p>Progress Measure made over time</p> <p>These should be quantified where appropriate e.g changes in standardised scores, changes in percentile rank and months/years progress</p>	<p>Who carried out these assessments and when did they take place</p>

Evidence of a Graduated Approach

What current support is being provided? (through the school's delegated budget?)	How frequently is it being provided and by whom?	What has the outcome been?	What is the financial cost associated with this provision?

Additional Support Requested

What additional support is being requested?	How frequently would it be provided and by whom?	What is the anticipated outcome?	What is the financial cost associated with this provision?

Consent

Please sign below to indicate that:

- Your views have been included in this document.
- You consent to a copy of this document being shared with the Local Authority alongside supporting information (as detailed on the front of this document).
- Please note that signed consent is essential to proceed. If the request is for a young person aged 16 or over the young person MUST consent by providing their signature.

.....Young Person (16+)Parent/Carer
PRINTEDPRINTED
School/setting representative / Request author.....Date
PRINTED

Keeping you informed

If you have any access issues, for example a disability, language or literacy barrier please provide details of any additional support requirements or reasonable adjustments that the LA will need to take into account to support you/your family through this process:

As we progress through the Education, Health & Care Assessment process we feel it is important to keep you informed. To enable us to do so please indicate your preferred method of contact below:

- Email
- Post
- Telephone

Appendix E: Request for an ECHP

Request for EHC Needs Assessment

This form is for use for all requests to assess children and young people aged 0-25 and, subsequently, there may be sections that are not relevant and can be left blank. Please only include information relevant to the child/young person this request for assessment is for and in an age appropriate format.

Name of C/YP	<input type="text"/>	School/Setting	<input type="text"/>
Date of Birth	<input type="text" value="Click or tap to enter a date"/>	Unique Pupil Number	<input type="text"/>
Address	<input type="text"/>		
Parental Responsibility (Name)	<input type="text"/>	Relationship to Child	<input type="text"/>
Telephone Number	<input type="text"/>		

Email Address	<input type="text"/>		
Religion	<input type="text"/>	NHS Number	<input type="text"/>
First Language	<input type="text"/>	Ethnicity	<input type="text"/>
My (Parent/ Carer) Name is	<input type="text"/>	Social Care Status	<input type="text"/>
I Live With	<input type="text" value="Please Select"/>	If Other Please Specify	<input type="text"/>

Please give a brief summary statement for why you are requesting an EHC Needs Assessment

Views of Child / Young Person

How would you describe yourself?		Please add a photo of the child/young person of a picture that is important to them:
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How do other people describe you?		

	In School/Setting	Out of school/Setting
What do you enjoy?		
What do you not enjoy?		
What are you good at?		
What do you find difficult?		

What helps you to overcome these difficulties?		
What extra help would you like?		

What are your hopes for the future?	
What steps do you need to take to achieve them?	

I completed this activity with:	
--	--

They helped me by:	

Family Conversation

What do the family feel are the child's / young person's strengths?

Any other information relevant to this child/young person and this request?

(tip: Think in terms of support received, people their child/young person knows and likes, why the things they think are good in their child/young person's life are working well)

Click or tap here to enter text.

What do parents/carers want for this child / young person in the future?

(tip: parents' aspirations, dreams and hopes, try to relate back to strengths and skills)

Is there any additional support the family may find helpful?

--

What do the parents/carers think is working well and needs to stay the same? (This could be in school, support from Social Care or from Health Services):

Support currently in place	What is this support achieving	Who provides this support	How often does this happen

What do parents/carers feel isn't working well and how does it need to change?

What my child/young person needs help with	What could be put into place	Who would provide this (this could include family and friends)	What would be the intended outcome

Please identify the student's primary area of need(Highlight)

Cognition and Learning	Moderate Learning Difficulties	Specific Learning Difficulties	Severe Learning Difficulties	Profound and Multiple Learning Difficulties
Communication and Interaction	Speech and language difficulties	Autistic Spectrum Disorder	Social Communication Difficulties	
Social, Emotional and Mental Health	Social Difficulties (relationships and friendships)	Emotional Difficulties	Other SEMH	ADD/ ADHD
Physical and Sensory Needs	Physical difficulties	Visual Impairment	Hearing Impairment	Sensory Needs

<p>Current Attainment</p> <p>e.g ELGs, reading and writing, maths, speech and language , non verbal reasoning, Boxall, Goodmans strengths and weaknesses, Cognitive Abilities Profile (CAP) and Dynamic Assessment. etc</p>	<p>Results of Assessment</p> <p>These should be quantified where appropriate e.g standardised scores, percentile rank, age equivalent and year group equivalent</p>	<p>Who carried out these assessments and when did they take place:</p>
<p>Previous Attainment Data</p> <p>e.g ELGs, reading and writing, maths, speech and language , non verbal reasoning, Boxall and Goodmans strengths and weaknesses etc</p>	<p>Results of Previous Assessment</p> <p>These should be quantified where appropriate e.g standardised scores, percentile rank a age equivalent and year group equivalent</p>	<p>Who carried out these assessments and when did they take place</p>

Evidence of a Graduated Approach

Cycle 1: This is usually support provided by school/setting.

What additional support was provided?	What impact did it have?	How is the support evidenced?

Cycle 2: This is usually support provided in collaboration with outside agencies.

What additional support was provided?	What impact did it have?	How is the support evidenced?

Cycle 3: Any additional support

What additional support was provided?	What impact did it have?	How is the support evidenced?

Supporting Evidence

<p>Involvement from Educational Support Services Include involvement and advice from Educational Psychology Service, STS (AOS/HI/VI) and Inclusion Services where appropriate</p>	<input type="checkbox"/>	
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<p>Health Information</p> <ul style="list-style-type: none"> If appropriate, evidence of health advice being sought and implemented. e.g. relevant information on medical advice to the school from Community Paediatrics, CAMHS, School Nursing, Health Visitor 	<input type="checkbox"/>	
<p><u>Care Information:</u></p> <ul style="list-style-type: none"> Who else lives in the family home (name/D.O.b) and any support they may need individually and collectively as a family– think about daily life and things that work well and things that worry you. Eg impact on siblings; parenting support; do you have people in your family network or do you feel isolated? Any other issues eg child/parental mental health; substance use; domestic violence including child on parent abuse? (please provide examples and impact including timescale/frequency where relevant) Have you previously received support from CSC/CFWS? If so what helped and what has changed since they ended their involvement – (unless still open) Who else provides support to the children/adults within the home? (professionals/people in family and friends network) 		

<p>School attendance – any issues? Provide %</p>	<input type="checkbox"/>	
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Participation in or has been bullied at school	<input type="checkbox"/>	
Significant self-help difficulties; e.g. toileting, feeding.	<input type="checkbox"/>	
The child's condition gives rise to serious safety issues	<input type="checkbox"/>	

Cost of Current Support

What current support is being provided? (through the school's delegated budget?)	How frequently is it being provided and by whom?	What is the financial cost associated with this provision?

Additional Support Requested

What additional support is being requested?	How frequently would it be provided and by whom?	What is the financial cost associated with this provision?
	Click or tap here to enter text.	

Consent

Please sign below to indicate that:

- Your views have been included in this document.
- You have received information about the Education, Health and Care (EHC) Needs Assessment process and understand that information can be provided by the Special Educational Needs and Disabilities Information Advice Service (SENDIAS), if required.
- You consent to a request for an EHC Needs Assessment being submitted to the Local Authority.
- You consent to a copy of this document being shared with the Local Authority alongside supporting information (as detailed on the front of this document).
- You consent to any professionals, instructed by the Local Authority to gather additional information about your son/daughter’s needs for the purpose of an EHC Needs Assessment, to do so. This will include Early Help, Health professionals, Social Care, The Educational Psychology Service and the Specialist Teaching Service.
- Please note that signed consent is essential to proceed. If the request is for a young person aged 16 or over the young person MUST consent by providing their signature.

.....Young Person (16+)Parent/Carer

.....PRINTEDPRINTED

.....School/setting representative / Request author.....Date

.....PRINTED

Keeping you informed

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As we progress through the Education, Health & Care Assessment process we feel it is important to keep you informed. To enable us to do so please indicate your preferred method of contact below:

Email

Post

Telephone